

DOCUMENT RESUME

ED 121 409

JC 760 253

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TITLE The Dynamics of Student-Environment Interaction;
Pelician College, 1968-1974.
PUB DATE Jul 75
NOTE 50p.; Paper presented at the Annual Conference of the
American Educational Research Association (San
Francisco, California, April 19-23, 1976). Page 10 is
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EDRS PRICE MF-\$0.83 HC-\$2.06 Plus Postage
DESCRIPTORS *Church Related Colleges; *College Environment;
Comparative Analysis; Enrollment Trends; Junior
Colleges; Longitudinal Studies; *Personality
Development; Personality Tests; Self Esteem;
Standardized Tests; Student Attitudes; Student
Characteristics; *Student College Relationship;
*Values; Womens Education

IDENTIFIERS Allport Vernon Lindzey Study of Values; Pelician
College; Impact Studies; Stern Activities Index;
Stern College Characteristics Index

ABSTRACT

This study investigated the interactive effects of student personality, values, and changing college environment at Pelician College, a church-related two-year Women's college in Illinois. Students enrolled in 1968 were compared with students enrolled in 1974, during which time the enrollment of the college changed from a majority of highly religious novices and postulants committed to teaching or nursing in Catholic schools and hospitals, to a majority of lay students with secular career orientations in many fields. Students' personality profiles and value orientations were measured by Stern's Activity Index and the Allport-Vernon-Lindzey Values Inventory. Perceptions of college environment were measured by Stern's College Characteristics Index. Significant differences were found in the personality traits or need dispositions of the two groups of students and in their perceptions of college environment, along with major shifts in value orientations. While the 1974 students were found to be more emotionally expressive, adaptable, tolerant, egotistic, and aggressive than the 1968 students, they nonetheless scored equally on abasement and were even more self-depreciating. Complete survey results are tabulated and included in the document, and eight policy recommendations are made. (BB)

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THE DYNAMICS
OF
STUDENT-ENVIRONMENT
INTERACTION

FELICIAN COLLEGE

1968-1974

Dr. Ernest Jaski

July, 1975

Paper Presented At The 1976 Annual
Conference of AERA San Francisco

JC 760 253

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PURPOSE AND RATIONALE OF STUDY

One major purpose of this longitudinal study of personality, value, and college environmental changes at Felician College was to examine honestly and critically how well the College was serving the student, to determine, in this interactive process, the degree of congruence or fit between its programs and practices and its stated goals and philosophy. Hopefully, this evaluation would provide the school increased understanding of its institutional impact on student development and consequently furnish a knowledge base for improving teaching as well as curriculum, especially those aspects that influence the affective growth of the student. It is believed that assessing the student personality, the college climate, and estimating their interactive effects could lead to action modifying, initiating, or strengthening those learning experiences contributory to the intellectual and personality development of students attending Felician. To change a college environment for more enriching impact on students suggests a need for objective data on inputs, process, and outputs of the institution.

According to Baird, the purposes that environmental measurement can serve can be grouped into several major categories of decisions--decisions among institutions, decisions within institutions, decisions concerning people, and decisions concerning nonpersonal resources.(Baird,1974). Basically this investigation revolves around decisions within institutions and decisions concerning people based on theory but with the objective of

pragmatic application. Operating decisions concerning people involve their recruitment, selection, placement, treatment, and evaluation. The outcomes of higher education, related to environmental and student characteristics information, need to be compared with the ultimate criteria of what happens to the students and the staff who live in colleges with different features or who participate in different programs. Without such knowledge, colleges may make very unwise decisions; with such knowledge, more effective planning and evaluation, including accountability, should ensue.

Various criteria of outcomes of college attendance, referred frequently in the literature as college impact, can be adopted. Such relatively short-range criteria as satisfaction with courses or participation in extracurricular programs are illustrative of two of the many measures of relevant interest to educators. The more important outcomes may be manifest only years later when many other experiences may have further influenced the students; short-term outcomes, in contrast, may not reveal the most crucial influence of a particular college experience. Some outcomes may be unique to a particular college; and, according to one researcher in the field "some critical outcomes may be unintended or unexpected. (Hartnett, 1971). Furthermore, although it is difficult to place some criteria in operational terms, a number of them can be measured and cited as examples of outcomes or impact which have been studied in relation to environmental measures: actual subject matter knowledge (Rork, Baird, Linn, 1972), values (Feldman, Newcomb, 1969), career plans and aspirations (Davis, 1965), and such variables as participation in organizations (Pace, 1969), or changes on personality scales (Chickering, 1969; Newcomb, 1943; Sanford, 1963). This investigation delves into personality and value changes.

Feldman (1971) identifies some of the major approaches that are taken in the study of student change and stability. These approaches are 1) the atheoretical approach, where the outcome is explored without a theoretical orientation, 2) presumed goals of higher education, where the outcome is cast in terms of the avowed objectives of higher education; 3) the developmental or growth approach, where changes are placed within a framework of personality development; 4) life cycle involvement within the general social system, where emphasis is on the processes and results of channeling, preparing, ensuring and certifying youth for certain occupational and social roles in the larger society; and 5) social organizational impacts, where the nature and direction of student change, stability or outcome is analyzed as a function of the distinctive effects of different college environments. The dominant approaches followed in this study can be associated with the second, third, and fifth emphases listed above.

Since students do not randomly matriculate in colleges, a study of the impact of college on students must consider the student input as well as student output data. To measure change, therefore, in the attitudes and values of students requires a longitudinal approach as well as controlling differential student inputs (Astin, 1971). This study does control for the independent variables by identifying and measuring identical traits for 1968 and again for 1974.

STUDENT PERSONALITIES

Since 1968, tangibly significant changes have developed at Felician College. The majority of students six years ago were highly religious representing novices and postulants committed to teaching or nursing in Catholic schools and hospitals. Since that time, however, most students enrolled in the college are lay individuals with secular career orientation in many diverse fields; those students pursuing a sectarian vocation while earning their liberal arts degree are now in the numerical minority. Consequently, in the institutional self-evaluation undertaken by the College, the following fundamental questions were raised: On what dimensions of the personality have students attending Felician changed? What impact has the college had on student development? How does the personality profile, also referred to as the need-dispositions, of the Felician student compare with collegiate national norms? Hopefully insight into these substantive questions would enable the College to better understand and, therefore, more effectively serve its students during this critically important, developmental stage of their lives.

Several comprehensive personality inventories were considered in the early deliberations of what instrument to use in assessing personality need-dispositions. The Omnibus Personality Index, the Edwards Personal Preference Schedule, and Stern's Activity Index were reviewed. The Activity Index was adopted because it represented the same instrument used at the college in 1968 and therefore administering the test again in 1974 would provide a more appropriate base for comparability of scores between the two years and secondly the 30 personality scales of the instrument could also be compared

with the 30 parallel scales of the College Characteristics Index, a measure of college climate co-authored by Stern. Based on the needs derived from Murray's analysis of personality, the AI represents a penetrating probe of an individual's varied behavioral predispositions. Although all standardized objective test contain some weakness, this instrument is considered to be highly reliable and valid, according to Barton, Kerlinger, and the Buros Test Measurement Year Book. (A.H. Barton, Organizational Measurement and Its Bearing on the Study Board, 1961; F.N. Kerlinger, Foundations of Behavioral Research; New York: Holt, Rinehart and Winston, Inc., 1965; O.K. Buros (ed.), Sixth Buros Mental Measurement; High Park, New Jersey: Gryphon Press, 1965.)

The Activities Index consists of 300 items distributed among 30 personality scales of ten items each. The AI includes statements of commonplace, socially acceptable activities to which responses of "like" or "dislike" are given. Sample items from the Activities Index define and illustrate the personality need-dispositions measured.

Need	Scale Definition	Sample Items
Abasement- Assurance	Self-depreciation vs self-confidence	Being polite or humble no matter what happens
Emotionality- Placidity	Expressiveness vs restraint	Listening to music that makes me feel very sad. Being unrestrained and open about my feelings and emotions.

The entire list of personality needs measured by the Activities Index, their definitions, and the differences in the personality profiles of students at Felician in 1968 and those attending the college in 1974 follow.

TABLE I

PERSONALITY PROFILE OF FELICIAN COLLEGE STUDENTS
FOR YEARS -- 1968 and 1974

Scale	Definition	1968		1974		Diff.
		Mean	S.D.	Mean	S.D.	F-Value
Abasement-Assurance	Self-Depreciation vs. self-confidence	1.32	1.82	2.23	1.69	8.37 Sig.**
Achievement	Striving for success through personal effort	0.15	1.83	.21	1.72	.047 NS.
Adaptability-defensiveness	Acceptance of criticism vs. resistance to suggestion	.010	1.93	1.74	1.24	28.94 Sig.***
Affiliation-rejection	Friendliness vs. unfriendliness	.378	2.12	-0.111	1.30	2.11 NS
Aggression-Blame Avoidance	Hostility vs. its inhibition	-.392	1.69	2.02	1.18	61.39 Sig.***
Change-Sameness	Flexibility vs. routine	-.374	1.86	1.44	1.27	32.92 Sig.***
Conjunctivity-Disjunctivity	Planfulness vs. disorganization	.909	1.94	1.46	2.07	3.02 NS
Counteraction-Inferiority Avoidance	Restriving after failure vs. withdrawal	-.112	2.09	1.18	1.16	15.56 Sig.***
Deference-restiveness	Respect for authority vs. rebelliousness	.887	1.62	.770	1.92	.147 NS
Dominance-Tolerance	Ascendancy vs. forbearance	-1.02	1.90	-3.93	1.65	83.08 Sig.***

TABLE I - continued

PERSONALITY PROFILE OF FELICIAN COLLEGE STUDENTS
FOR YEARS -- 1968 and 1974

Scale	Definition	1968		1974		Diff.
		Mean	S.D.	Mean	S.D. F-Value	
Ego Achievement	Striving for power through social action	.301	1.58	-2.57	1.20 90.48	Sig.***
Emotionality-Placidity	Expressiveness vs. restraint	-.905	1.67	.966	1.78 37.05	Sig.***
Energy-Passivity	Effort vs. inertia	.861	1.86	1.03	2.01 .309	NS
Exhibitionism-inferiority avoidance	Attention-Seeking vs. shyness	-.178	1.55	1.69	1.49 39.00	Sig.***
Fantasied Achievement	Daydreams of extraordinary public recognition	-.403	2.28	3.31	1.29 73.30	Sig.***
Harm Avoidance-Risk taking	Fearfulness vs. thrill-seeking	-.483	2.06	1.07	1.52 22.62	Sig.***
Humanities-Social Science	Interest in the Humanities and Social Sciences	-1.276	1.94	-3.02	1.39 35.95	Sig.***
Impulsiveness-Deliberation	Impetuousness vs. reflection	-1.628	1.94	-2.48	1.80 7.19	Sig.**
Narcissism	Vanity	.054	2.10	1.90	1.72 31.34	Sig.***
Nurturance-Rejection	Helping others vs. indifference	1.526	1.38	3.09	1.39 29.45	Sig.***
Objectivity-Projectivity	Detached, unprejudiced thinking vs irrational, paranoid perceptions	-0.265	1.82	-3.76	1.89 123.37	Sig.***

TABLE I - continued

PERSONALITY PROFILE OF FELICIAN COLLEGE STUDENTS
FOR YEARS -- 1968 and 1974

Scale	Definition	1968		1974		Diff.
		Mean	S.D.	Mean	S.D. F-Value	
Order-Disorder	Compulsive organization of details vs. carelessness	1.767	1.11	2.16	2.05 2.06	NS
Play-Work	Pleasure-seeking vs. purposefulness	-.363	2.07	.40	1.70 5.39	NS
Practicalness- Impracticalness	Interest in practical activity vs. indifference	-.592	1.64	1.15	1.89 3.41	NS
Reflectiveness	Introspective contemplation	.258	1.55	.573	1.66 1.10	NS
Science	Interest in the Natural Sciences	.167	1.99	-2.18	1.79 52.50	Sig.***
Sensuality-Puritanism	Interest in sensory and esthetic experiences	.167	1.72	-0.987	1.80 13.85	Sig.**
Sexuality-Prudishness	Heterosexual interests vs. their inhibition	-1.385	1.88	-0.737	1.79 4.13	NS
Supplication-Autonomy	Dependency vs. self-reliance	.669	1.20	.378	2.01 1.07	NS
Understanding	Intellectuality	-.567	1.75	-1.786	1.84 15.28	Sig.***

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TABLE I - continued

Code: Sig.** Significant at .01 level of probability
Sig.*** Significant at .001 level of probability

Standard Scores: Mean = 0
Standard Deviation = 2

Norms based on college student population according to G. Stern, author of AI-Personality Test

No of Students in sample: 1968 - 55 students
1974 - 30 students

The students attending Felician College in 1974 differed substantially in their personality profiles from those enrolled during the 1968 period. In the order of ranking of the personality needs, Table 1, the 1974 students differed significantly on the following traits or need-dispositions.

The 1974 Felician College female student was not only also high on abasement as was that of the 1968 class but even more self-depreciating. Last year's student, however, was considerably less defensive and more adaptable to criticism and less resistant to suggestion; she is much more aggressive, F value -61.39, appreciably more interested in change, concomitantly more counteractive or concerned with inferiority avoidance.

The '74 student appears to be much more tolerant rather than dominating when compared to the prototype in '68, a characteristic indicative probably of the religious family background of these students. The more recent student group differed considerably from the 1968 class in their focus on ego achievement, a sign of healthy, social adjustment on that dimension of the integrative, developmental process. The recent graduate was also less restrained, more emotionally expressive of her feelings and thoughts as compared to the emotionally placid student in 1968. Along this similar need-disposition, the current student was more exhibitionistic, manifesting less of an inferiority complex. The 1974 student displayed more fantasied achievement, however, engaging more in day dreams of public recognition.

As to individual venturesome spirit, the '74 student is less risk-taking than her '68 counterpart, a difference reflected in the standardized mean score of 1.07 on the harm-avoidance scale, a score indicative

of being above the average on the national, collegiate norm for this scale. A related but nevertheless distinct characteristic is deliberateness, a need-scale on which the '74 student scored high, -2.48 mean, the negative converse of impulsiveness. Both the '68 and '74 woman, moreover, displayed a high degree of reflection before acting or expressing herself.

Last year's student appeared more vain as reported on the narcissistic scale mean of 1.90, a high score when compared to the national norm mean of 0 on this scale. This high score on vanity strongly suggests that students take great pride in their appearance, dressing carefully, and are concerned with proper social forms and manners.

The modal '74 student is also more nurturant or desirous of helping others. She is still highly projective in her attitudes, however, while also manifesting a pronounced puritanical outlook on life. Moreover, seemingly consistent with this latter personality trait, she is still prudish although considerably less so than the 1968 student.

Three major personality changes generate cause for concern for the educator and school interested in developing the academic interests of students especially in the area of humanities, social sciences, natural sciences and the general quest for understanding. Although the students in 1968 also scored low on these personality scales, the 1974 student demonstrated even less intrinsic interest in or learning about the causes of some of our social and political problems, for example, or in reading articles which tell about new scientific development, discoveries or inventions or in doing experiments in physics, chemistry, or biology in order to test a theory or in the search for understanding, less interested in thinking about and discussing complex problems. Fortunately,

Felician College has already taken steps to remedy this deficiency with the introduction of biology and other related courses in the natural sciences last year in addition to offering an interdisciplinary, multi-culture course in Humanities with team teaching in its pedagogical approach.

Group Factor Personality Profile

To identify more comprehensively the underlying dimensions represented by the 30 AI Personality scales, twelve first-order factors were extracted by a principal components-equamax analysis by Stern and Pace, original authors of the test. In effect, therefore, the 30 student personality needs have been reduced to 12 factors for an indication of the general profile of students.

TABLE II

GROUP FACTOR SCORE PROFILE--COLLEGE STUDENT BODY-PERSONALITY
DIFFERENCES BETWEEN 1968 and 1974 STUDENTS AT FELICIAN

Standard Score Means ($X=0$, $S.D.=2$)

Factor	1968		No.	1974		No.	F-Value	Difference
	Mean	S.D.		Mean	S.D.			
Self-Assertion	-0.181	1.82	55	-0.720	1.76	30	2.91	NS
Audacity-Timidity	.320	1.94		-0.062	1.20		1.41	NS
Intellectual Interests	-0.461	1.79		-2.243	1.97		32.23	Sig.***
Motivation	.018	1.74		-0.202	1.38		0.50	NS
Applied Interests	1.181	1.66		.477	1.29		5.26	Sig.*
Orderliness	1.160	1.69		1.340	1.18		.94	NS
Submissiveness	1.290	1.77		2.378	1.68		12.08	Sig.**
Closeness	.461	1.24		.907	1.72		2.48	NS
Sensuousness	-0.636	2.05		.040	1.85		4.26	NS
Friendliness	-0.054	2.18		.095	1.65		.20	NS
Expressive-Constraint	-1.480	1.67		-0.411	1.55		12.10	Sig.**
Egoism-Diffidence	.370	2.28		3.971	1.24		112.37	Sig.***

*Statistically significant at .05 level of probability

**Statistically significant at .01 level of probability

***Statistically significant at .001 level of probability

TABLE III

GROUP FACTOR SCORE PROFILE--COLLEGE STUDENT - FELICIAN COLLEGE
DIFFERENCES BETWEEN 1968 and 1974 STUDENT BODY

Standard Score: Mean=0, S.D.=2
(Norms based on College Student Population)

Area	1968		1974		
	Mean	S.D.	Mean	S.D.	F-Value Difference
I. Achievement Orientation - (Factors included: Self-assertion, Audacity-Timidity, Intellectual Interests, Motivation and Applied Interests)	.141	1.79	-1.098	1.35	15.62 Significant***
II. Dependency Needs - (Factors included: Constraint-expressiveness, Diffidence-egoism, Orderliness, Submissiveness, Timidity-audacity, Closeness)	1.581	1.86	1.08	1.29	2.44 Not Significant
III. Emotional Expression - (Factors included: Closeness, Sensuousness, Friendliness, Expressiveness-constraint, Egoism-Diffidence, Self-Assertion)	-0.440	1.97	.620	1.38	10.74 Significant**

Significant ** at .01 level of probability
Significant *** at .001 level of probability

The personality factor mean scores shown in the table on the previous page underscore the following differences. The 1974 student scored significantly lower on the Intellectual Interests scale than the student enrolled in 1968. Although the Applied Interests of the '74 students typify those of the average college student, they are still less than those held by the Felician student six years ago.

The '74 student appears more highly submissive to authority than the '68 student. The Submissiveness factor implies a high level of control involving social conformity and other-directedness. This student is deferential but also nurturant, desirous of being helpful to people with problems. The '74 student, although still generally constrained, is significantly more expressive, however, than the 1968 member. She is more outward going, spontaneous although below the national norm on these personality qualities.

The biggest change has occurred in the egoism of the 1974 student. Scoring high on such component scales as narcissism, fantasied achievement and projectivity, she can be described as more preoccupied with the self, more concerned with her appearance and comfort as well as with fantasies of extraordinary achievement and public recognition. She interprets reality more in egocentric terms.

The above 12 factors can be condensed into broader parameters of personality need-dispositions by second-order factors. Aggregatively, the personality profile can be synthesized by three area scores representing Achievement Orientation, Dependency Needs and Emotional Expression. The comparisons between the 1968 and 1974 student groups follows. Each Area accounts for considerable variance among its related factors.

TABLE IV

COMPOSITE PROFILE -- FRESHMEN versus SOPHOMORES - 1974

Area	FRESHMEN			SOPHOMORES		
	Mean	S.D.	No.	Mean	S.D.	No.
Achievement Orientation	-3.114	.89	19	-0.100	.57	21
Dependency Needs	1.759	.67		0.232	.89	
Emotional Expression	-3.037	1.04		2.643	1.03	
Educability	-1.397	1.36		0.721	1.38	

Standard Scores: Mean=0, S.D.=2

Standard Scores based on national sample of college population

As of 1975, day enrollment at Felician was 190 students.
are attending the evening continuing education classes.

About another 160 students

At first glance, it appears that the Felician Student has become considerably less achievement-oriented than her 1968 counterpart; her applied interests and intellectual interests ostensibly have declined. A closer analysis, however, of the data by separating the scores between freshmen and sophomores reveals a strikingly different trend in this area. By examining the data in Table IV categorized by collegial level, it is apparent that felicitously favorable changes occurred among students by the time they completed their second year at the junior college.

Among changes deemed desirable by educators as evidenced by students at the completion of the sophomore year were a considerable shift toward intellectual interests and substantially less dependency on others. Upon graduation, most Felician students were friendlier, more emotionally supportive, expressive, and self-assertive, and considerably less diffident. The decrease in emotional dependency reflected in the much lower score means for sophomores also suggests a thrust toward autonomy in decision-oriented behavior. By the end of the second year, students tended to have become more socially participative and emotionally spontaneous.

In addition to the favorable change by the sophomore level in the area of Emotional Expressiveness is the growth in Educability, a fourth area of those standardized by the author of the Activities Index. This fourth dimension, Educability, combines elements of intellectuality and submissiveness. An appreciable shift from a low, negative mean score on this factor to a positive rating is encouraging. According to Stern, "this factor seems likely to be specifically associated with academic achievement. Persons high on this factor are not likely to be original or creative; they are, however, likely to accept direction readily and be educationally tractable."

(Stern, 1970)

THE COLLEGE CLIMATE

It is generally agreed that the nature of the college environment exemplified by the policies, procedures and the norms of conduct of administrators, faculty, and the student peer group affects the quality of educational experience students undergo at a college. According to Chickering, (1971), in his Project on Student Development in Small Colleges--a 5-year Research and Action Program, which studied institutional characteristics, student characteristics, and student development in 13 small colleges across the country, the following changes were noted:

At 12 strikingly different small colleges that attract widely varying students, the direction and magnitude of net change on 13 Omnibus Personality Inventory scales was very similar. When subgroups of students with similar entering characteristics were studied at different colleges, direction and magnitude of change varied. Variations in change were systematically related to college emphasis, student characteristics, student-faculty relationships, teaching, study activities, and reasons for study. Where a comfortable fit occurred between student and college, personality development proceeded along several widely shared vectors of change.

The interaction of the college climate with student personalities can effect changes, however, in a number of ways. Changes in personal characteristics arising from the interaction of students and institutions have been interpreted by Feldman and Newcomb as either anchoring, accentuation, or conversion effects. On first thought a college may be considered as having influenced its students only when it changes their characteristics. As McConnell notes, (1972), however, the protection of original orientation against change may be an important effect, and may be a deliberate institutional objective.

Among the number of approaches in determining the nature of the college environment, student perceptions represent one of the more reliable, valid assessments. Moreover, these student collective views of their colleges provide information that is not otherwise available in published sources like the college catalogue but "probably more accurately portray certain college features" (Centra) 1971. For example, the degree of academic challenge and the amount of faculty-student interaction are two such features. In addition to such objective measures as the number of library books per student, for example, and the students' self-reported activities and characteristics including freshman SAT scores, these views, reliably measured, can provide a more accurate appraisal of these and other features of faculty, student expectations of academic performance and student life on the campus. In turn, as Centra (1971) further observes, "a more candid college descriptive information--more truth-in-packaging colleges if you will--could result in some unexpected benefits to all: less freshman disillusionment and lower college attrition rates."

Felician College, its board of trustees and administrators, sought to determine more incisive, candid information about its institution. The following major questions were raised: what aspects of the college environment or press could be interpreted as contributing to its student development, academically and socially? As seen by the students, which college practices appear to be impeding or facilitating the educational process? How compatible are these activities to the school's philosophy and objectives? Along what dimensions of the college climate do the 1974 campus, classroom, and extracurricular life differ from those in 1968? How does the college press at Felician today compare to the national norms for colleges?

In what ways does the college press appear to be correlated to the personality development of its students?

At least five major survey instruments to measuring students' perception of their college environment were considered for this study: College Characteristics Index (CCI), by Stern, Inventory of College Activities (ICA) by Astin, College-University Environment Scale (CUES) developed by Pace, and Questionnaire on Student and College Characteristics (QSCC) published by Educational Testing Service and the Environmental Assessment Technique (EAT) by Holland. Each instrument accounts for a substantial proportion of differential institutional impact on the students' educational plans and outcomes. These instruments for assessing the college environment provide measures based on students' subjective impressions of their college. These "images" reflect the environmental press of the college. According to Astin, (1971) these inventories have shown a high degree of correlation among the environmental characteristics measured.

It was decided to adopt the CCI, College Characteristics Index, to assess the college climate especially since it was the identical instrument used six years previously at the college during a longitudinal study of seven junior colleges. Measuring the relative rather than absolute strength of environmental pressures in thirty areas, the CCI assesses the stresses, existing conformity-influencing demands, and opportunities of the college environment. These demands or expectations are manifested in the pressures emanating from the policies and norms of conduct expressed and approved by either the administration, faculty, or students. The CCI, together with the AI, are instruments which "have proved to be of great value for purposes of institutional self-description and self-analysis, in comparing colleges

and universities with one another, and in helping to determine what it is about particular colleges that is having impact on students." (Feldman, Newcomb, 1969). The scales on the CCI, environmental stress, parallel the 30 scales on the AI, the behavioral manifestations of personality needs. The CCI, like the AI, consists of three hundred items distributed among thirty scales of ten items each, statements about the college milieu to which the student responds as agreeing or disagreeing as he sees it as a characteristic of that college.

The following table provides a summary of the college climate in 1968 contrasted with that in 1974 as perceived by students enrolled at Felician College during those years.

TABLE V

COLLEGE ENVIRONMENT--1968 and 1974

Scale	Definition	1968		1974		Standard Score ($X=0$, $S.D.=2$) <u>F-Value</u> <u>Diff.</u>
		Mean	Std. Dev.	Mean	Std. Dev.	
Abasement-Assurance	Self-depreciation vs. Self-confidence	2.42	1.78	-1.93	1.56	151.97 Sig.***
Achievement	Striving for success through personal effort	0.91	1.77	-0.08	1.70	5.46 NS
Adaptability-Defensiveness	Acceptance of criticism vs. resistance to suggestion	0.91	1.50	1.57	1.64	3.99 NS
Affiliation-Rejection	Friendliness vs. unfriend- liness	-2.05	1.95	1.36	1.39	87.77 Sig.**
Aggression-Blame Avoidance	Hostility vs. its inhibi- tion	-1.16	1.20	-1.89	1.58	5.40 NS
Change-Sameness	Flexibility vs. routine	-3.84	1.39	-0.82	1.41	85.09 Sig.***
Conjunctivity-Dis- junctivity	Planfulness vs. dis- organization	-0.57	2.06	2.21	1.56	56.06 Sig.**
Counteraction- Inferiority-Avoidance	Restriking after failure vs. withdrawal	-1.06	1.74	-0.92	1.65	0.15 NS
Deference-Restiveness	Respect for authority vs. rebelliousness	.59	1.48	.0001	1.70	3.14 NS
Dominance-Tolerance	Ascendancy vs. forbearance	.45	1.59	-1.57	1.80	35.57 Sig.**
Ego Achievement	Striving for power through social action	2.57	1.57	-0.94	1.70	23.11 Sig.*
Emotionality-Placidity	Expressiveness vs. restraint	0.31	1.56	1.31	1.44	8.81 Sig.*

TABLE V (continued)

COLLEGE ENVIRONMENT--1968 and 1974

Scale	Definition	1968		1974		Standard Score ($X=0$, S.D.=2) F-Value Diff.
		Mean	Std.Dev.	Mean	Std.Dev.	
Energy-Passivity	Effort vs. inertia	0.20	1.67	0.09	1.39	.10 NS
Exhibitionism-Inferiority Avoidance	Attention-seeking vs. shyness	-2.25	1.49	-3.22	1.72	8.36 Sig.*
Fantasied Achievement	Daydreams of extraordinary public recognition	-1.17	1.76	-0.46	1.90	4.01 NS
Harm-Avoidance vs. Risktaking	Fearfulness vs. thrill seeking	1.78	1.06	0.998	1.42	6.78 Sig.*
Humanities, Social Science	Interests in the Humanities and the Social Sciences	-0.97	1.48	-0.719	0.79	0.58 NS
Impulsiveness-Deliberation	Impetuosity vs. reflection	-2.66	1.89	-3.25	1.51	2.63 NS
Narcissism	Vanity	.82	1.16	-0.28	1.48	12.79 Sig.**
Nurturance-rejection	Helping others vs. indifference	0.46	1.37	2.04	1.60	23.24 Sig.***
Objectivity-Projectivity	Detachment vs. suspicion	-4.18	1.78	1.27	1.32	237.80 Sig.***
Order-Disorder	Compulsive organization of details vs. carelessness	-0.608	1.06	0.839	1.16	0.579 NS
Play-Work	Pleasure-seeking vs. purposefulness	-0.791	1.26	-1.38	1.31	3.50 NS
Practical-Impracticalness	Interest in practical activities vs. indifference	-0.289	1.39	0.66	1.40	8.41 Sig.**

TABLE V (continued)

COLLEGE ENVIRONMENT--1968--1974

Scale	Definition	1968		1974		Standard Score (X=0, S.D.=2) F-Value	Diff.
		Mean	Std.Dev.	Mean	Std.Dev.		
Reflectiveness	Introspective contemplation	-2.10	1.51	-0.36	1.23	26.78	Sig.**
Science	Interests in the Natural Sciences	-2.07	1.39	-1.10	1.41	8.76	Sig.**
Sensuality-Puritanism	Interest in sensory and esthetic experiences	-1.51	1.00	-0.341	1.20	15.40	Sig.**
Sexuality-Prudishness	Heterosexual interests vs. their inhibition	-3.73	0.58	-1.50	1.19	71.74	Sig.***
Supplication-Autonomy	Dependency vs. self-reliance	0.253	1.32	0.07	1.07	0.31	NS
Understanding	Intellectuality	-1.065	1.82	0.37	1.17	16.34	Sig.**

Sig. * - Statistically significant at .05 level of probability
 Sig. ** - Statistically significant at .01 level of probability
 Sig. *** - Statistically significant at .001 level of probability

No. of students in sample: 1968 -- 49
 1974 -- 32
 df -- 81

As can be seen from Table V, clearly significant changes have occurred since 1968 in the college press at Felician. The most outstanding shifts have taken place on the assurance, change, objectivity, sexuality-prudishness dimensions, all changes statistically significant at the .001 level. Since 1968, and especially in the last two years, college expectations or pressures have focused on assurance to the student, a characteristic reflecting increased tolerance by faculty and administration of student requests and complaints, assurance of the student of his adequacy, aptitude, with overt attempts to the building of self-confidence of the student. The 1968 mean on the abasement-assurance scale, 2.42, indicates a high level of abasement; a negative score of -1.93 indicates the opposite or high on assurance in contrast to abasement. Apparently the college administrative and teaching staff were aware of the dominant personality trait of the general student body to exhibit self-depreciation and humility as reflected on the high AI score for this scale and were actively attempting to assist the student in overcoming self-degradatory behavior. The college must continue exploring alternative methods in developing a much more positive self-concept among its students.

The college climate in 1974 also stressed change especially in such areas as revision of course, assignments, tests, texts, readings. The substantial shift toward fostering an atmosphere of change among its students since 1968 also suggests that new ideas from students are encouraged and tried; students enjoy a greater choice or variety of course offerings and search for novelty especially in the activities sponsored by the college and in student dress. The change scale also reflects, in many instances, representation of students from foreign countries and ethnic backgrounds.

An almost cataclysmic transformation has also developed on the projectivity scale since 1968, a scale score reflecting lowered ethnocentrism, or an increase in unprejudiced, objective thinking, with deemphasis of egocentric perceptions, beliefs, and superstitions. Unpopular points of view are also tolerated; open-mindedness and academic freedom are encouraged.

Although the college climate can be described as prudish when compared to those of most other colleges, mean score -1.50, for the most recent year, it has decreased considerably from 1968, mean score -3.73, far below the national collegiate norm. Heterosexual interests, such as dating, talk about boyfriends, frank discussions about sex, especially among students, are increasingly accepted by students and faculty. Felician college, still characterized by an aura of prudishness, nevertheless has begun noticeably to diminish its press on restraint, denial, or inhibition of erotic, heterosexual impulses or interests of its students. For a supportive example, on the Bulletin Board of the Biology class can be found a newspaper article on the use of the pill.

Since 1968, the college has also become more nurturant, concerned with the practical, with need for increased reflectiveness by its students, encouraging understanding rather than uncritical acceptance of facts, increasingly focusing on the importance of conjunctivity or order in day-to-day activities and more regulation, discouraging the development of student cliques. The college also has moved in the direction of press for ego achievement although it still falls below the national, collegiate norm on this scale. The college apparently still needs to work on developing among its students a strong sense of responsibility about their role in contem-

porary social and political life, to encourage student discussions on national and international news, to foster concern among its teachers and students about ways to make this world a better place in which to live, about the need to read daily newspapers and to express strong personal beliefs. Felician college has already initiated efforts in building this ego-achievement. Recently students have been stimulated to take a more active part in school elections and to take firm positions regarding civil liberties and minority groups by discussion with local state and city political figures invited to address the student assembly. Much more, however, has to be undertaken by the college in this important area of student life.

Group Factor Profile--College Characteristics.

The thirty individual scales of the CCI have been factored into 11 broader dimensions representative of the college climate to provide an overall profile. These 11 factors can be classified under two major areas--intellectual and non-intellectual climates. The factors in the intellectual climate area include the more conventional aspects of the academic program--a) qualities of staff and facilities, b) standards of achievement set by students as well as faculty and c) opportunities for the development of self-assurance. In the area of nonintellective climate, the highest loadings are on three factors involving a high degree of formal organization of student affairs, both academic and social. These can be viewed as primarily supportive in nature, catering to adolescent dependency needs. The remaining nonintellectual factors are associated with a) student play, b) an emphasis on technical and vocational courses.

TABLE VI
Group Factor Score Profile-College Environment

		Standard Scores (X=0, S.D.+2)							
		1968		1974					
Area I-Intellectual Climate		Mean	S.D.	No.	Mean	S.D.	No.	F-Value	Diff.
1.	Aspiration Level	-2.46	1.35	49	-0.470	1.79	32	37.77	*** Sig.
2.	Intellectual Climate	-1.70	1.21		-0.342	1.89		18.72	*** Sig.
3.	Student Dignity	-2.93	1.62		1.782	1.16		188.71	*** Sig.
4.	Academic Climate	-1.726	1.52		-1.057	1.28		3.97	NS
5.	Academic Achievement	-0.914	1.73		0.344	1.65		12.88	** Sig.
6.	Self-Expression	-1.400	1.43		-0.632	1.89		5.39	NS
Area II-Non-Intellectual Climate									
7.	Group Life	-0.134	1.35		1.590	1.20		28.27	*** Sig.
8.	Academic Organization	1.36	1.06		1.405	1.39		0.015	NS
9.	Social Form	0.473	1.10		0.081	1.62		1.644	NS
10.	Play-Work	-3.024	1.01		-1.961	1.89		12.62	** Sig.
11.	Vocational Climate	0.983	0.80		-0.690	1.57		1.080	NS

Mean scores on the CCI for the 1974 campus cogently differentiate it from the 1968 climate. As can be seen from Table VI the following striking changes occurred. The general aspirational level, although still below the national means, has significantly increased. Compared to the 1968 college environment, the 1974 students perceived that they were expected to aim high and were considered capable of making it. They were introduced to individuals and ideas calculated to provide models for intellectual and professional achievement. The students were also given opportunities to participate in decision-making processes involving the administration of the school.

The intellectual climate at Felician is currently low but improved since 1968. Again this factor score confirms what the scores embodying the reflectiveness, Humanities, Social Science, understanding, fantasied achievement scales revealed in the previous table. Probably because Felician College is a junior college, scholarly activities, including research, would be more characteristic of a university rather than a two-year college.

The most noteworthy shift occurred in student dignity which includes the objectivity, assurance, and tolerance scales of the CCI. This factor reflected administrative concern for the maintenance of a high level of self-determination and personal responsibility among the students. As Stern (1970) commented, "a high score on this factor indicates that the institution climate is nonauthoritarian and that student conduct is regulated by means other than administrative fiat... the factor responses suggest that students are treated with the respect and consideration accorded any mature adult."

VALUES

The college has been conceived as a special environment designed specifically to produce both intellectual and non-intellectual or affective changes in student behavior. However, it has been studied primarily in terms of changes in intellectual behavior exemplified in academic performance and symbolized in grades. It is increasingly recognized that satisfactory performance in grades is neither a sufficient nor a valid criterion of success for the student or for the college. Most colleges hope to instill and to modify certain values. Whether college does exert a significant influence upon student values remains a perplexing problem and a continual challenge to educators. Unfortunately, to change or implant student values according to the predetermined objectives of the college has been found to be an extremely difficult task.

Values are tremendously important since they determine attitudes as well as behavior and, therefore, possess a strong motivational component of the overt act. A student's value system implies a rank ordering of values or desired end-states, along a continuum of importance to the student. For our purposes we consider a value to be a cluster of attitudes organized around a conception of the desirable. (C. Kluckhohn, 1951, et al. in T. Parsons and E. A. Shils (Eds.). Toward A General Theory of Action. Cambridge, Mass.; Harvard University Press, pp. 388-433; Newcomb, Turner, and Converse, 1975)

Values are considered adjuncts of the need-pressure rationale rather than as separate dimensions of the human personality.

For the identification of values, the Allport-Vernon-Lindzey test was considered among the best available and the most appropriate for this study since the same Study of Values instrument was used in 1968 also. The test's authors claim a split-half reliability of .72 and a repeat reliability of .82, these based on a study using 776 subjects of both sexes, primarily college students. Illustrations of the values by items from the inventory as as follow:

If you were a university professor and had the necessary ability, would you prefer to teach: (a) poetry (aesthetic); (b) chemistry and physics (theoretical)?

Do you think that a good government should aim chiefly at:

- a. More aid for the poor, sick, and old (social)?
- b. The development of manufacturing and trade (economic)?
- c. Introducing more ethical principles into its policies and diplomacy (religious)?
- d. Establishing a position of prestige and respect among nations (political)?

The test is a forced-choice instrument with each item weighted according to a student's preference. It measures only the relative strength of each value and not the absolute strength. Although a change in attitudes and values involves three dimensions: (1) direction of change, (2) extent of change, and (3) intensity or duration of change--only the first aspect was considered in this study. Assessing the extent of change would have required testing and retesting identical students and the third aspect, as important as the other two, is much less amenable to measurement.

Profiles of values of the students in 1968 and then in 1974 with the student body enrolled in the college at that time are shown in the following table. Also indicated is the change in the hierarchy of these values of students as compared to the 1968 group. Two tables are shown, one indicating the relative ranking of students' values expressed in mean scores for the two separate periods and a second reporting on a statistical test of significance of the direction of value change of the 1974 student from that in 1968.

TABLE VII

PROFILE OF STUDENT VALUES

Value Scale	1968			1974		
	Mean	Standard Deviation	No.	Mean	Standard Deviation	No.
Theoretical	32.31	5.39	48	36.41	5.67	51
Economic	34.08	5.81		36.80	6.29	
Aesthetic	38.75	5.17		40.11	7.44	
Social	50.79	4.96		45.33	6.77	
Political	35.37	5.62		38.00	6.32	
Religious	48.68	5.34		43.09	8.48	
Definition of Values:						
Theoretical----	Concern for reason and truth, scientific and philosophical; educational and scholarly endeavor are stressed.					
Economic-----	Associated with striving for possessions and money with emphasis on business and practicality; interests revolve about financial affairs, industry and commerce, etc.					
Aesthetic-----	Embody appreciation of the arts (music, ballet, poetry, visual arts, etc.); these are also translated as interest in artistic diversity, impressions enjoyed for their own sake, interest in the beautiful.					
Political-----	Reflect a search for power, status, and recognition, with competition viewed as the natural law of human nature. This desire for personal power and influence is often manifested in political affairs, competitive sports, etc.					

TABLE VIII

MULTIVARIATE TESTS OF SIGNIFICANCE OF CHANGE IN VALUES--1968-1974
Using Wilks Lambda Criterion

VARIABLE	UNIVARIATE F TESTS*				STANDARDIZED DISCRIMINANT FUNCTION COEFFICIENTS	
	F (1, 97)	Mean Sq.	P less than			
	DFHYP	DFERR	P Less Than	R		
	7.131	5.00	93.00	0.001	0.526	
1. Theoretical	13.531	415.514	0.001		0.699	
2. Economic	4.967	183.021	0.028		0.550	
3. Aesthetic	1.114	46.251	0.293		0.401	
4. Social	20.693	736.706	0.001		-0.279	
5. Political	4.736	170.386	0.031		0.277	
6. Religious	15.166	772.530	0.001		-0.984	

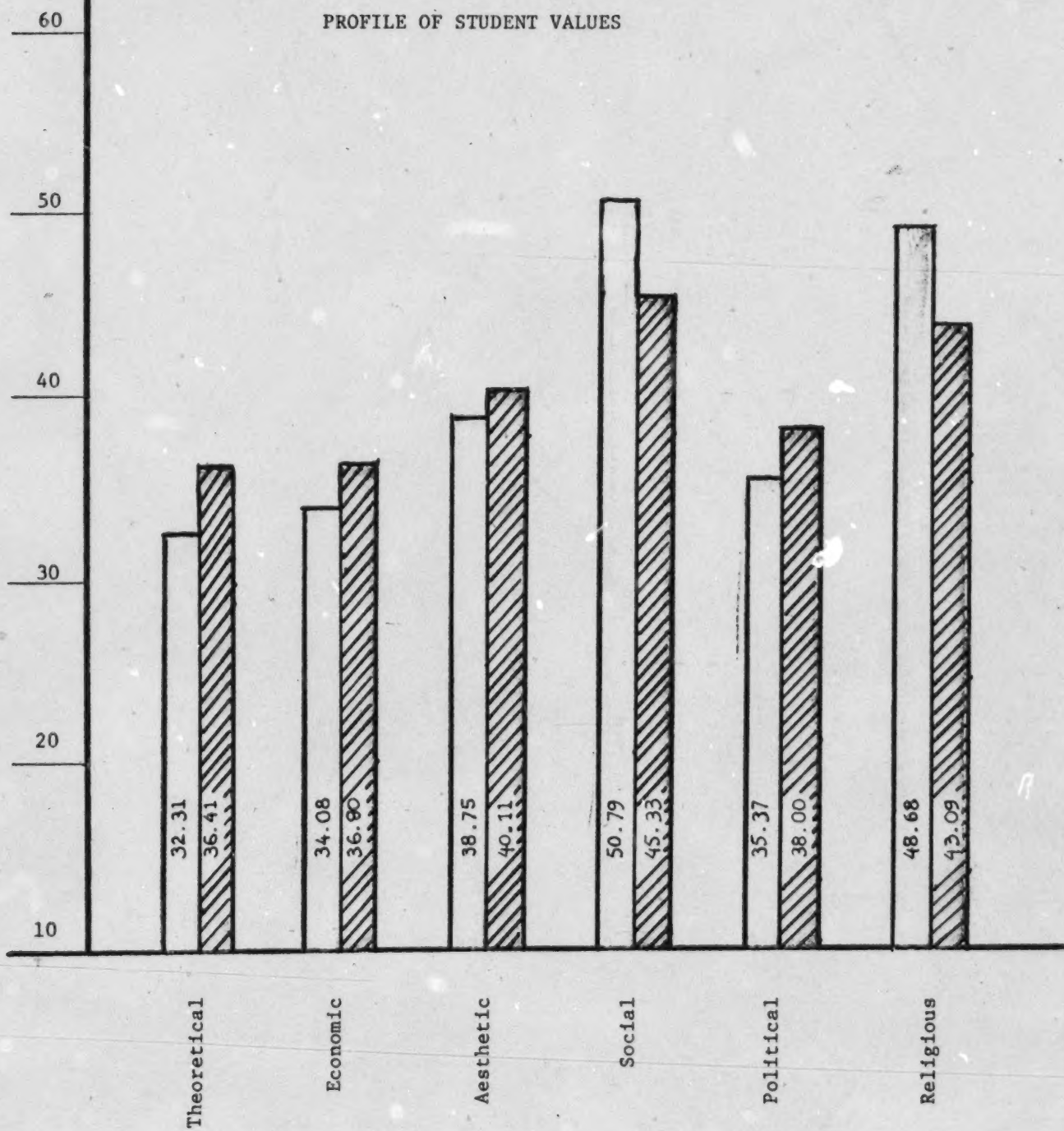
Definition of Values: (continued)

Social--Exemplify concern for people as ends rather than means; service to people to enhance their welfare is a strongly motivating force.

Religious -- Expressed in participation in church affairs, emphasis on ethical principles, reverence, and concern with the spiritual aspects of life.

*With the use of MANOVA, an overall test of significance of change in values between the two periods was undertaken and accompanied with a univariate F test to determine what specific values underwent any change. Two separate univariate tests of significance were done, once leaving out the scores on the Theoretical scale and a second time in which the Social scale scores were arbitrarily omitted only. This was done because of the ipsative nature of the Allport-Vernon-Lindzey inventory, i.e., changes in scores on one scale must be reflected in changes on other scales especially since the sum of the six scores must total 240. Not arbitrarily eliminating one of the value scales from the analysis would have yielded a singular matrix for which there is no satisfactory measure of significance of changes in mean vectors.

CHART II
FELICIAN COLLEGE
PROFILE OF STUDENT VALUES



1968

1974

As is evident from the table, the most significant shift in the direction of values has been along the theoretical, religious and social dimensions. The theoretical value, about the national average for college women, has increased sharply since the low level characteristic of the student body in 1968. Although the dominant value orientation of the student body remains social, or service to the community, contributing to the welfare of the people, it too has diminished in its relative strength. The most pronounced difference has occurred on the religious scale. The decline from a mean of 48.68 on the religious value, extremely high in 1968, to a mean of 43.09 and a standard deviation of 8.48 doesn't mean that the students are necessarily less church-attending or praying less but are probably considerably less evangelistically fervid in their religious beliefs. The decrease in the religious value scale, according to almost any value study including the religious attitude, almost inevitably occurs among college students by the time they reach the junior or senior year in college, a phenomenon again generally interpreted as students holding less orthodox or fundamentalistic religious orientations. With the exception of studies by Jones (1938) and Jacobson and Sharp (1966), value studies have shown that Catholic students, moreover, make smaller decreases in religiosity on scales measuring religious orientation, and have lower apostasy rates than other students. The high standard deviation of 8.48 on the religious value for 1974, however, indicates that the range of scores was relatively extensive, including some students who scored as low as 32 and other students who, evident from examining the individual listing of scores, scored as high as 55 indicative of strong religious ardor. Nevertheless, the religious pre-eminence of the college student in 1968 is no longer present in the campus in 1974.

It is elusively difficult to determine the main causes of this shift in direction of values. Certainly one factor contributing to this difference has been the nature of the student and his background now registering in the college as compared to the student in 1968. It can also be plausibly assumed that the new college environmental emphasis has also substantively affected the relative strength of values presently maintained by the student. Nevertheless, the change in the direction of these values of the student appears favorable and consistent with the kinds of value rethinking and shifts in priority that college students are expected to experience as a result of their college attendance. The current student at Felician College appears better balanced in his value outlooks on life--increased interest in the arts and other aesthetic experiences, an increased interest in the abstract and conceptual aspects of academic pursuit reflected in the theoretical value combined with a relatively strong commitment to the service of fellowman indicative within the social value orientation and consistent with the major philosophy and objectives of the college. Looking at the standardized discriminant function coefficients, one could correctly deduce that the most significant factors causing the value changes within this period have been first the theoretical value and secondly the religious which empirically has been found to correlate highly with scores on the Social value.

SUMMARY AND CONCLUSION

PROGRESS, PROSPECTS, AND PROPOSALS

In reviewing the significant changes which have occurred since 1968 at Felician College on personality need-dispositions and values of students, considerable positive shifts in student development can be noted. Some negative aspects of student personality, however, require further attention by the college staff, a challenge to which administrators, counselors, and faculty have already begun to respond.

Positively, the recent graduate from Felician was much more emotionally expressive than the student attending the College in 1968. She was more deliberate in her decision-making, a personality disposition indicative of a high degree of reflection before acting or carefully considered judgments. The current student is also typically more nurturant to other people's needs and concerns; she is desirous of helping others. She is more adaptable than her 1968 counterpart, manifesting increased receptiveness of constructive criticism and suggestion. Scoring about average on achievement drive, the 1974 student has appeared much more aggressive while still demonstrating tolerance of other individuals' views. In her desire to avoid feelings of inferiority, the current student generally is exhibitionistic, a trait also reflected in a related need-disposition identified as counteractive or re-striving after failure. She is interested in practical activities and much more change oriented.

The current student scored even higher on abasement than the 1968 student. She is still striving for increased self-confidence and to a substantial degree she is submissive and deferential to others. Such a student generally possesses a strong defensive system based on rigid internal con-

trols for guarding against the expression of frightening impulses. She is socially conforming and other-directed. Basically, she displays humility. Interestingly, a highly nurturant individual, indicative of interest in supportive activities, may to a considerable extent also be displaying an unexpressed need for such help.

The recent student also was much more egoistic. Being egoistic while also dominantly submissive are not contradictory. Submissiveness is an integral part of dependency needs while the egoism-diffidence factor is a main characteristic of emotional expressiveness. High egoism reflects an extreme preoccupation with the self, with personal appearance and comfort, as well as with fantasies of extraordinary achievement and public recognition. A typical egoistic person also engages in narcissistic and projective behavior. It is interesting to speculate whether the contemporary movement in our culture emphasizing women's liberation may be accounting for a notable proportion of fantasied achievement and public acclaim, both major components of egoism.

Some disturbing evidence of low intellectual interests looms as a continued challenge for the college. Fundamentally, significantly low intellectual interests imply, at best, tepid concern for the sciences and a quest for understanding. Involvement in intellectual activities for their own sake tends to be minimal. An encouraging counterpoint to this phenomenon, however, was the increase in theoretical values espoused by the students although the mean score was still below the national average for women.

On values, the current Felician College student is more appreciative of the arts, a finding consistent with that of most research done on values of college students. The dominant value of the student group, nevertheless, is

focused on service to people, in enhancing public welfare, on bettering the lot of mankind, reflective of the Social value. Such values usually motivate students into entering such service-oriented careers as teaching, law enforcement, nursing, medical technology, and related applied fields.

Other shifts in value preferences also occurred although the rank order in importance to students remained the same for the student groups in both periods. The current student is now more Economic, i.e., more interested in material pursuits of life although again not as much as most other college students when compared to national norms. In agreement with the usual shift in values associated with college attendance, the '74 student, although remaining above the national average on this scale, declined in the Religious scale. Admission of students from much more varied backgrounds than those in '68 undoubtedly accounts for some of this change.

The college environment has changed in a number of educationally developing dimensions. As viewed by the student, the college press has undergone significant changes, especially in raising the aspiration level of students, considerably elevating student dignity, a heightened press for intellectuality and understanding. Other notable environmental expectations and pressures include more emphasis on nurturance or helping others and reducing the feelings of prudishness from that found in the campus in 1968. An important shift has occurred in the press for objectivity in its student thinking, a characteristic reflecting increased attention to detached, rational thinking and the scientific exploration of cause and effect. The college milieu has also prominently stressed affiliation or friendliness in student-teacher interaction.

Weak aspects of the college include the areas of Science and Humanities

and Social Science although these have changed positively and substantially since 1968. The college has already moved to remedy this deficiency by offering a Biology course and contemplating other additions in the curriculum.

It is piquantly revealing that the college apparently has consciously undertaken steps to ameliorate student need-dispositions that can be seen by psychologists as restrictive of a well-adjusted, salutary development of the individual's personality or what one researcher (Brawer, 1973) refers to as Functional Potential. This personality construct describes the degree to which a person is able to tolerate ambiguity, delay gratification, exhibit adaptive flexibility, demonstrate goal directedness, relate to self and others, and have a clear sense of personal identity, all personality traits directly or indirectly measured by the Activities Index used in this investigation. Functional potential focuses on maximizing strengths rather than weaknesses of student personalities. According to Brawer, the preponderant number of junior college students fall in the low or middle range of the FP group. Illustrative documentation of the college press designed to facilitate this development is the significant high environmental press on student dignity, academic achievement and the shift since 1968 toward increasingly emphasizing self-expression. The relatively high scale scores on the College Characteristics Index for Felician on assurance, affiliation, and adaptability strongly intimate concerted action by the college to encourage students' development on these personal dimensions which, according to the measurements provided by the AI reflected need for attention and cultivation. The college climate, however, still evidences signs of puritanism and inferiority-avoidance which, hopefully, will diminish in time. Nevertheless, the overall pattern

furnishes added credibility to the widely accepted proposition that a necessary condition for a change in attitudes or values is a state of cognitive inconsistency (Rokeach, 1968), a mental set comparable to an incongruity in the need-pressure reported in this study.

Accounting for differences in personality and values over a period of time either at Felician or some other college unquestionably to an indeterminate degree also will reflect cultural and societal forces that impinge upon colleges and individual students as much or maybe more than the effect of deliberate educational policy or programs. Nevertheless, the crucial first two years of college can/should exert influence in the psychological development of the student. Within the college climate as the student diligently pursues his academic and social goals, the student is expected to encounter opportunities for personality growth, to acquire traits, attitudes, and cognitive skills contributory to more adequately coping with the challenge of life and making a living upon formally leaving college. Social and psychological conditions also "need to be monitored if they are part of the intended operation of a program and if they are part of the criteria of the effectiveness of a program" (Baird, 1974). Another writer (Hunt, 1975) aptly notes that "just as behavior is an interactive function of the person and the environment, developmental change (or change in the person) is an interactive function of the person's developmental stage and the environment he experiences...Person characteristics, therefore, need not only to be potentially compatible with current environmental effects, but should also index variation in developmental change." This investigation has attempted to furnish some suggestive evidence of the developmental effects of such an interaction; it also exemplifies the operation of Lewin's classical principle expressed in the equation, $B=f(P \times E)$, i.e., behavior is a function of personality and environment.

Schools must and can change---and students must be given opportunities to try out various direction. They must be offered experiences that will foster their independence, encourage their flexibility, and let them move-- but always within a kind of superordinate structure that allows them to know who they are, what they are about, and how they can most effectively function in the world they encounter. There is a constant need for awareness that the total development of the student includes the cognitive and affective. For such development to occur, the environment must be positive and challenging (Sanford, 1969). According to Sanford, "the essential point is that a person develop through being challenged; for change to occur, there must be internal or external stimuli which upset his existing equilibrium, which cause instability that existing modes of adaptation do not suffice to correct, and which requires the person to make new responses and so to expand his personality."

The college impacts reported in this study appear to corroborate conclusions drawn by major researchers in this area (Feldman, Newcomb, 1969) about conditions conducive to change. Frequently such impacts are provided in a small, private residential college, although Felician is a commuter institution. These conditions probably include relative homogeneity of both faculty and student, together with opportunity for continuing interaction, not exclusively formal, among students and between students and faculty. These stipulated conditions exist at Felician College. This writer believes that another essential guideline to change is an explicit statement of objectives by the college administration, with the expressed, participatory commitment of the faculty, as to the specific, behavioral changes desired of their students from attending their institution.

Other general recommendations to augment or reinforce present practices contributory to student development at a college can be identified. Feasibly implementable approaches are:

- 1). Human potentials, value awareness-building seminars
- 2). A diversity of instructional approaches from which students with varying needs and interests can choose.
- 3). Opportunities for students to experience the affective elements of an academic concept. For example, a planned role-reversal workshop in which students can experience the emotional impact of sex discrimination.
- 4). Continued staff professional development.
- 5). A curriculum designed to have an impact on the affective life of students as well as their cognitive styles. For example, courses that are problem-centered.
- 6). Increased direct experience with subject content. Verbalization in the absence of direct experience is often empty or ephemeral in its cognitive retention.
- 7). Increased concern for student development in the extracurricular as well as the curricular activities.
- 8). Added counselors who could periodically review and discuss with the student her progress, goals, and needs, academic as well as developmental.

The faculty, however, remain the wellsprings of ideas and action in fostering student development. It is their commitment to the student, their creativity and professional expertise that will supply the real impetus to student growth. In cooperation with the students, they can generate and implement the specific recommendations for improvements in teaching and curriculum, including that outside of the classroom, which can exert a significant impact on student development as identified in this investigation. The laudable changes in student personalities and college environment evidenced by this report and signifying a trend augur well for the viability of the college in the future.

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